**Lesson Plan Format**

**Teacher Candidate \_\_Julie Mayo\_\_\_\_\_\_\_\_\_\_ Grade Level\_\_3rd\_\_ Date of lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

3Sb.3: Recall the characteristics of an organism’s habitat that allow the organism to survive there.

3Sb.4: Explain how changes in the habitats of plants and animals affect their survival.

3E1b.7: Locate appropriate and significant information from the text, including problems and solutions.

3SSK4: Follow set rules to complete an assigned task, individually or within a group.

3SS2.b: Examine how people have used the environment to meet their needs and wants and how this has changed over time.

* Students will be able to put information they have gathered into a graphic organizer that they will use later for a formal letter.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students have been studying animals and have researched several different resources they have also created a brain storming board which can be found in their three ring group writing binders. They have shown in the past that they struggle with pulling the information they have learned into a formal paper, I am hoping graphic organizers will ease this transition.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will be able to take information they have gathered and place it into a graphic organizer that will aid in the writing process.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

The final assessment will be a written letter to a preservation of their choice. They will also have an assessment on their three ring group writing binder.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

The teaching model strategy used for this lesson is direct instruction. Students will be directed step by step on how to construct a graphic organizer. They will also however use inquiry to then complete a graphic organizer on their own animal!

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

**I will initiate this lesson by showing the students the brainstorming board I created on pandas. I will ask them to think about what should be in my letter and what they think should be included from my board. Thinking to themselves.**

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

1. After I share my brainstorming board with the students and I have given them a chance to think to themselves I will then ask them to share what their thoughts were with their elbow partner.
2. Then we will share as a class. I will start writing ideas that they think are important on the board.
3. After they have come up with many different key ideas that should be in my letter I will ask them what the most important thing is their answer should be that Panda Bears are endangered and I want to help.
4. So I will then write that in the graphic organizer on the elmo.
5. I will then ask them to give me some specifics as to why Panda Bears are endangered. I will branch these ideas off of my main idea on the elmo. While I am doing this I will explain to them that this is an idea that supports my main idea of Panda Bears being endangered.
6. Then I will show them how to add even more supporting ideas under these branching off farther.
7. I will explain that the idea of the middle circle is the main idea of the letter and the smaller branching off circles are paragraphs within this paper and the circles off of that are sentences within their paragraph.
8. I will show them how supporting detail can be used such a pictures and quotes from books placing them in the graph where they belong.
9. The students will then go and get their research packets that have all resources and graphic organizer templates needed inside. As well as their three ring group writing binders which should have all their finish work in it.
10. They will then need to take the graphic organizer and together as a group place the information they have into the organizer. They will be able to try more than once if they need to as they will work on dry erase ones before they move it onto a permanent one.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

**Students will come back together on the carpet where they will share the concept maps they have made telling the class what they plan to be the main idea of their letter.**

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Sam | Sam reads far below grade level  Sam has an IEP | Sam will be given reading material that is on his level as well as extra guidance when doing written work. |
| Sue | Sue has social issues.  Sue is on an IEP | Sue will be placed in a group where she is most comfortable or she will be given the opportunity to work alone. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?